



- **The Implementation of Civic Education in Hong Kong Secondary Schools in the Post Handover Period**

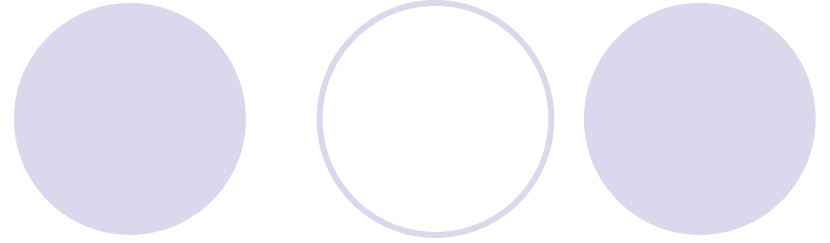
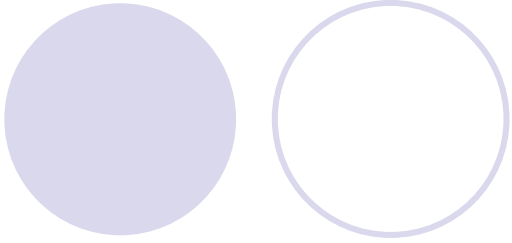
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Structure of the content



- A historical perspective
- A study: survey and interview
- Conclusion



- **A historical perspective**



1950s

- In the 1950s, the Government formally introduced “Civics” in the secondary school curriculum as a subject for open examination
- In the syllabus, the superiority of the British system of government was highlighted. Loyalty and obedience to the government were emphasized. This was largely a political strategy by the British government to guard against communist propaganda.

1960s and 70s



- In the years 1965 and 1974, Hong Kong experienced two riots
- the Government began to realize the urgent need to nurture a sense of belonging among the youngsters so that stability could be maintained and economic growth could be promoted.



- The subject “Civics” was changed to “Economics and Public Affairs” (EPA), placing more emphasis on local economic aspects.
- In primary school, civic values were largely instilled through the subject of Social Studies. In these syllabi, it was stressed that in the colony of Hong Kong, it was the citizen’s duty to obey the law and bring about social harmony.



- Politics was still a very sensitive matter at that time. Teachers were asked not to bring in political values during their discussion with students.
- Section 98 of the Education Regulation in 1971 even forbade students to participate in political activities, and prevented from holding any kind of political program.



- In later years, the Government continued to focus on raising student's consciousness on "serving the society" and on communication between the government and citizens.
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1980s

- Then in the 1980s, there were talks between China and Britain about the future of Hong Kong. In 1984, agreement was reached and a Joint Declaration was issued in which Hong Kong was to return to China as a Special Administrative Region in the year 1997



- Chapter V of the White paper on the Further Development of Representative Government in Hong Kong (1984) states that arrangements should be made for people to be educated more effectively and comprehensively in political and constitutional matters so that they will be better able to understand all the implications and complexities of proposals for the development of a system of government.

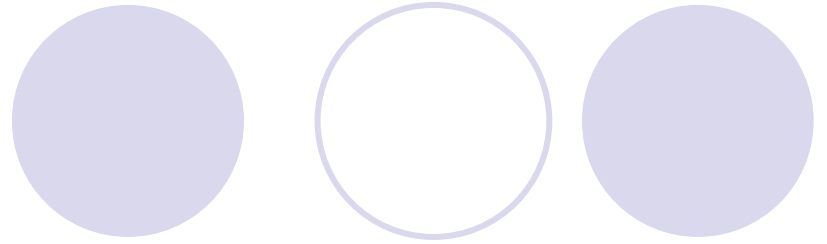
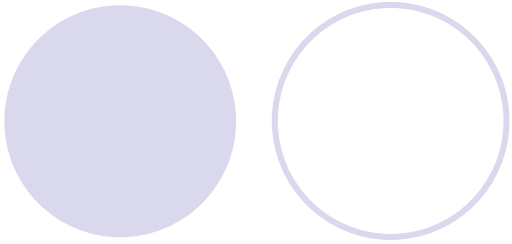


- The aim of civic education, at that time, was to prepare students for their roles as politically, economically and socially functioning members of society.
- They should understand the implications of the Joint Declarations and recognize it as worthy of support.
- To prepare for 1997, it is necessary that students have some corresponding changes in their political orientation and political behavior, so as to prepare them for their new political role – from being ruled to self- rule.

1990s - transition



- . The second Civic Education Guidelines, issued by the Education Department in March, 1996, were designed to be written from the perspective of the student as a civic learner. It is more comprehensive than the previous guidelines aiming to reconcile the different views about civic education, ranging from democracy to patriotic education.
- At the same time, Civic Education was made into an independent but optional subject in the formal school curriculum.



● Our study

Aim of the study



- The purpose of the study is to obtain an overall picture of the implementation of civic education in Hong Kong secondary schools at the junior level after the post-handover period
- The different aspects such as the administrative structure, human resources, mode of implementation and teaching approaches are studied.
- The problems in implementation are identified and factors affecting the implementation of civic education in schools are analyzed.

Methodology



- The questionnaire was divided into five main parts:
- (a) background information of the school;
- (b) administrative structure and human resources;
- (c) implementation mode;
- (d) pedagogical method and teaching resources
- (e) aims and topics (with reference to those set up in the 1997 Guidelines); and
- (f) problems in implementation and future planning.



The process

- Questionnaires were sent to 400 schools.
- One hundred and eighty one sets of questionnaire had been returned. The return rate was 45.5%.
- Coding and computerization translated data entries. The Statistical Package for Social Science (SPSS) Version 5 Program was employed for quantitative analysis.



The interview

- To supplement the information of the survey, five schools of different background (e.g. religion, the gender type of students, etc.) were selected for follow-up interview.

The interview questions

- (a) the history of implementation,
- (b) aims of civic education program,
- (c) implementation mode,
- (d) attitude of teachers and students,
- (e) the administrative structure and human resources,
- (f) teaching approach and resources, and
- (g) the hindering and conducive factors affecting the program. All interviews were conducted from June to July 2000

Limitation of the survey



- The survey is basically a quantitative study and the seventeen sets of key questions are mostly closed ended.
- The survey findings give us a rough picture of how civic education is implemented at the junior classes in our secondary schools.
- In the structured interview in schools, only a limited number of personnel were being interviewed. Feedback from students was lacking and there had been no class observation.

Findings and Discussion



- *Administrative Structure and Manpower*
- *Mode of implementation, pedagogical methods and topics taught*
- *Aims of civic education*
- *Problem in implementation and future planning*




Table 1: Number of hours of training received by civic education teachers

Hours of training received by teachers	Percentage
Never	29.7
Less than 5 hours	24.3
5-10 hours	22.4
Over 10 hours	23.4

Table 2: Topics taught

Topics	Percentage
HK citizenship	89.5
Family values	75.7
Basic Law	70.2
Major current issues	64.6
Sense of belonging to China	59.7
HK district boards and neighborhood	50.8
Political development of HK	49.2
Concepts about the justice society	47.5
Major global issues	44.8
School organizations and class society	39.2
Functions of schooling	38.7
Social participation	32.6
Representative government	32.0
Constitutions and the rule of law	28.7
Government of China	27.1
Social and political issues of China	23.2
Pluralistic nature of the world	17.7
International organizations	12.7
Legitimacy and authority of government	12.7
Miscellaneous	8.3



Aims of civic education

- The Guidelines on Civic Education 1996 :
- “to enable students to understand how the individual, as a citizen, relates to the family, the neighbouring community, the regional community, the national community and the world; and to develop in them positive attitudes and values conducive to the development of a sense of belonging to Hong Kong and China so that they are ready to contribute to the betterment of the society

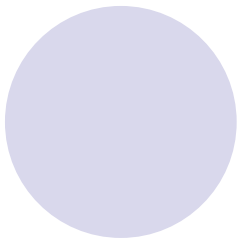
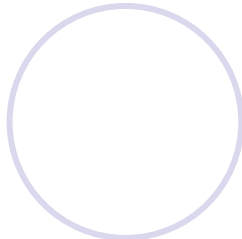
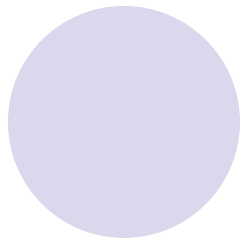
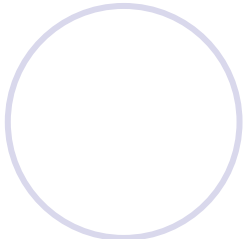


Table 3: aims of civic education

Aims of civic education	Percentage				
	Very consistent	Consistent	Not Consistent	No answer	Inapplicable
To help students to:					
Show concern to the local society, citizenship rights and responsibilities.	15	80.8	1.2	2.9	172
Understand the issues and affairs of HK, China and the world.	14.9	75.6	3	6.5	168
Understand and practice democracy, freedom, rule of law	12.1	84.4	1.73	1.73	173
Be able to collect, analyze data and solve problems	7.2	76.5	9	7.2	166
Have an open and objective attitudes towards national and cultural matters	6.6	77	7.8	8.4	166
Show concern to the local, national and international communities	14	84.3	0.58	1.16	172
Respect and identify with Chinese culture	14.9	75.6	3	6.5	168

Table 4: Major Problems In Implementation

Problems Encountered	Always	Some-times	Seldom	Never
Educational policies are not clear	20.9	43.6	32.5	2.9
Aims of schools do not match the aims of <i>Guidelines 1996</i>	3.9	30.4	51.9	8.3
School management does not match	13.7	42.3	38.2	5.7
Lack of consensus among staff on civic education	23.9	44.3	27.8	4
Lack of trained teachers	51	34.6	13.6	0.6
Teachers are not willing to teach	19.2	31.7	33.5	15.6
School culture does not match	28	41.1	29.9	4
Lack of teaching resources	28.3	37	32.9	1.7
Students are not interested	28.2	45.4	24.7	1.7
Opposition from parents	2.4	5.4	32.4	59.5
Lack of professional support	17.4	46.5	30.8	5.2



Factors affecting the implementation of civic education in Hong Kong

- *School tradition*
- *Consensus of the teaching staff*
- *Teachers' attitude and cooperation*
- *Teacher expertise*
- *Teaching resources*
- *Students' attitude*

Conclusion and recommendations



- It is not an easy task to implement civic education in schools.
- Reasons:
 - the academic-orientated school curriculum
 - the competitiveness of open examination
 - the apathetic attitude of both teachers and students towards social issues.

The rosy picture



- Civic education has been established as part of school curriculum, though there is great variation in the time and effort devoted to it.
- An increasing number of schools have made it an independent subject. As to the aims and teaching content, concepts related to democratic citizenship such as Hong Kong citizenship, the justice society, representative government, constitutions and the rule of law, pluralistic nature of the world, legitimacy and authority of government are taught in many schools.
- More student-centered methods are now used.



- In the turn of the new century, there is a need to prepare our citizens both as a citizen of Hong Kong, a nationality of China and a global citizen. The need is especial urgent with the political awakening of Hong Kong people as evidenced by the mass demonstrations. Our study is useful as a reference for the policy makers and educators. This is especially significant in view of Hong Kong's new political situation. In this era of drastic changes, we need a new mindset in educating citizenship concepts, curriculum design and implementation of civic education.